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ABSTRACT

Surveys were administered to 609 students from 40 randomly selected classes at Johnson County Community College (Kansas) to update student demographic information and to assess interest in expanded student services and potential career programs. In terms of student characteristics, it was found that: the percentage of women students had increased to 56%; about one-third of the students had attended another college previously; 75% of the students were working, with 20% working 40 hours or more; about 30% spent 20 hours or more per week in meeting home responsibilities; 62% of the males and 43% of the females were preparing to transfer to a four-year college; evening and weekend students were more interested in developing job-related skills; less than half intended to complete an associate degree; and business related programs were most popular. Attitudes regarding services showed that: Saturday and Sunday afternoons were the preferred weekend hours for the library; half of the respondents were interested in using a mathematics laboratory, one-third in a writing lab, and 30% in a reading lab; and 83% of the evening students felt the services they needed were available. Interest in career programs focused on building technology and automotive technology for males and social services and health technology for females. Data tables are included and the survey instrument is appended. (Author/MB)

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AN ASSESSMENT OF JCCC STUDENT INTEREST IN POTENTIAL CAREER PROGRAMS AND EXPANDED STUDENT SERVICES



SPRING, 1978



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ABSTRACT

Surveys were administered to 609 students from 40 randomly selected classes at JCCC during the Spring 1978 term. The survey instrument was designed to update student demographic information and to assess interest in expanded student services and potential career programs. It should be emphasized that the data in this report are likely to be more representative of the FTE enrollment than the headcount enrollment. Classes, not students, were selected at random. Students enrolled in a greater number of classes had a greater probability of being included in the sample. Some major findings are summarized below:

Student Characteristics

- The percentage of women students, on the basis of headcount, has increased to 56 percent during the 1977-78 school year.
- About one-third of JCCC students have attended another college prior to enrolling at JCCC. Over half the students who were 25 years or older had attended another college.
- Three out of every four JCCC students work. Those who are employed work an average of 30 hours per week. Twenty percent work 40 or more hours per week. About eight percent work variable shifts.
- Three out of every four evening students are employed 30 or more hours per week.
- About 30 percent of the students spend 20 or more hours per week to meet home responsibilities.
- Sixty-two percent of the males and 43 percent of the females were attending JCCC primarily to prepare for transfer to a four-year college. Other popular reasons were to learn a new occupation or improve present skills in their field. About 13 percent want to gain a general education and appreciation of ideas.

- Evening and weekend students were more interested in developing job related skills than in preparing for transfer.
- Less than half of the students (46%) intended to complete an Associate of Arts degree. Two years ago, 61 percent indicated they intended to obtain the degree.
- Business related majors were most popular.

Services

- Saturday and Sunday afternoons were the most often preferred weekend hours for the library.
- Half the students indicated interest in using a mathematics laboratory.
- One out of three students indicated interest in a writing laboratory.
- Almost 30 percent of the students indicated interest in a reading laboratory.
- Of the 38 students with pre-school aged children, 25 indicated that they would use a child care center on campus.
- 83 percent of the evening students felt the services they needed were available.
- Four percent of the students under 21 listed their parents' income as below \$7,500. Among students over 21 years of age, 14 percent of those who were not financially dependent on their parents had incomes below \$7,500.

Career Programs

- Programs related to building technology and automotive technology were very popular among male students.
- Women were very interested in social service programs and health related technologies.
- Business/Foreign Language, Advertising/Journalism, and Radio/Television had broad appeal for both men and women.

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I. INTRODUCTION

This report summarizes the results of a survey conducted during Spring 1978, of 609 JCCC students. One purpose of the survey was to collect information needed to maintain an adequate student data base. Students were asked to provide information about a number of demographic characteristics, their reasons for enrolling at JCCC, transfer intentions, etc. which could be compared to similar data obtained in earlier surveys (1973 and 1976). Those comparisons provide an indication of changing enrollment trends and student attitudes toward JCCC. They also provide a means for assessing how well the College is meeting the needs of various segments of the student population. Such information should prove useful in preparing the college master plan and the accreditation report for the North Central Association.

Two more immediate purposes of the survey were to gauge potential student interest in a variety of proposed new career programs and expanded student services. Studies have already been conducted to determine the potential job market and employer interest in a number of the programs. Examining student interest for various age and sex groups should provide information that will be useful in marketing any programs that are eventually approved.

A copy of the survey instrument is included in Appendix A.

II. METHODOLOGY

Selection of the Sample

A random sample of 40 classes was drawn from the on-campus classes listed in the Spring 1978 course schedule. Six of these original classes were not included in the survey for a variety of reasons (e.g., cancelled, guest speakers scheduled, etc.) and six classes were added after the survey had begun. A list of the classes included in the survey is given in Appendix B. A total of 609 students from the 40 classes completed the survey at the beginning of a scheduled class period. Students who had previously completed the questionnaire in another class were asked to study quietly during the survey administration.

Questionnaire Administration

Members of the research staff administered the survey in the selected classes during the weeks of March 27 - April 7, 1978. Instructors had been sent letters on March 15 alerting them to the fact that their class had been chosen for the survey and soliciting their cooperation. The survey was given during the first part of the class period and required approximately twenty minutes to complete. The research staff member explained the purpose of the survey, answered any questions, and encouraged students to be honest and frank in their answers and comments.

III. STUDENT DEMOGRAPHIC CHARACTERISTICS

Sample Representativeness (Appendix C*)

Appendix C presents the age and sex distribution of the survey sample with the actual distribution for students enrolled that semester. The percentages of males and females in the sample (43.9% and 56.1%, respectively) were almost identical to the actual percentages (43.8% and 56.2%).

Survey respondents had a mean age of 24 years and median of 20 years. For students enrolled at JCCC during the fall 1977 semester, the mean age was 26 years and the median was 22 years. The difference in average ages between the survey respondents and the general student population is due to the fact that the sample had a larger percentage of students in the 20 years or under age range.

This finding is not surprising since students in the 18-20 age range typically enroll for more hours of coursework than those in other age ranges. (See Table 5 of this report or Table 5 in the 1976 report.) The sampling procedure used in the survey chose classes at random, not students. Therefore, students who were enrolled for a greater number of hours were more likely to be chosen. Thus, the sample percentages are probably a more accurate indication of the FTE age distribution than headcount age distribution.

Both the FTE age distribution and the headcount distributions are important. The increasing percentage of part-time students requires additional student services since each student uses certain college services. At the same time, revenue is related to student credit hours or FTE enrollment.

*The age categories in Appendix C are slightly different from those used in the remainder of the report. They were used because the data for the student body could be easily retrieved by these categories as part of a report regularly generated from the computerized student data file. The categories used in the remainder of the report are the same as those from previous research studies so longitudinal comparisons can be made.

Appendix C also shows the percentage of students from each age and sex group included in the sample. The percentages range from 4.5 percent for males in the 30 - 39 age range to 20.4 percent for females in the 20 or under age group.

The data in this report are presented separately for various age and sex cohorts, so the trends within each can be analyzed separately. There were enough respondents in each category that some indication of trends within and between groups is possible. The percentages for older groups may not be as accurate as those for the younger groups but should give an indication of the relative proportions.

Demographic Comparisons of Current Data with 1976 Survey (Tables 1 and 2)

Some questions on demographic characteristics were the same as those from a survey conducted during Spring 1976 using the same sampling procedure. The mean age was 24 years and the median age was 20 years for both spring 1976 and spring 1978. However, 47.7 percent of the 1978 respondents were 19 or under compared to 39.6 percent in 1976.

The current sample also had a higher percentage of female students (56.1% v. 50.3%). This change, however, was expected since the percentage of women has been steadily increasing. On the basis of headcount, women have increased from 34 percent during fall 1969 to 56 percent during fall 1977. As Table 2 shows

*The age categories in Appendix C are slightly different from those used in the remainder of the report. They were used because the data for the student body could be easily retrieved by these categories as part of a report regularly generated from the computerized student data file. The categories used in the remainder of the report are the same as those from previous research studies so longitudinal comparisons can be made.

the percentage of females was higher in every age group than it had been in 1976. The percentage of females increased from 49.8 percent to 53.8 percent in the 17 - 19 year age range, from 42.1 percent to 49.3 percent in the 20 - 29 range, and from 67.3 percent to 75.9 percent in the 30+ age group.

The 1978 sample also contained smaller percentages of married students (25.6% v. 31.2%) and students who had attended other colleges (32.5% v. 36.2%). This is likely related to the fact that there were more younger students in the 1978 sample.

Class Schedule Information (Tables 3 - 4)

Table 3 shows the time of day when students from various age and sex cohorts attended most of their classes. Overall, 79 percent of the students attended classes primarily during the day, 15 percent in the evenings, 5 percent both days and evenings, and 1 percent on the weekends. The overall percentage of day students was essentially the same as that obtained in 1976. The percentage of students attending both day and evening classes dropped slightly.

The percentages varied considerably for different groups. Younger students attended primarily during the day (96% of the males and 94% of the females). In general, a higher percentage of females attended evening classes than did males (18% v. 10%). However, the group most likely to attend evening classes was males 30 and older. Nearly two-thirds (64%) of these students attended some evening classes.

As Table 4 shows, students in evening and weekend classes differ from those who take classes during the day. Evening and weekend students

are more likely to be older, female, and married than are students who attend during the day. They are also considerably more likely to have attended another college before enrolling at JCCC. The majority (91%) of evening students are enrolled for nine or fewer hours. Five of the six weekend students were taking only three hours.

Previous College Attendance (Table 5)

Table 5 summarizes student credit hour data for male and female students from various age groups. About one-third of the students had attended college prior to enrolling at JCCC. Overall, women were more likely than men to have attended another college prior to enrolling at JCCC (37% v. 26%). Over 60 percent of the students who were 25 or older and nearly half (49%) of the female students who were 20 - 24 years of age had attended another school previously.

Student Credit Hour Information (Table 5)

Eleven percent of the students had not completed any hours of college credit prior to the survey, but a majority (58%) had completed more than 15 hours. Six percent of the students had completed more than 64 hours and half of these (3%) had over 120 hours. Among males 30 years and older, 35 percent had completed more than 64 credit hours; 19 percent had over 120 hours.

The average number of credit hours taken by students decreased from 9.8 during fall 1972 to 8.6 during fall 1977. This average is computed by dividing total student credit hours by total head count. Since the survey samples included smaller percentages of part-time students than were actually enrolled, the averages for the samples were higher. (1973 average = 11, 1976 average = 12, 1978 average = 12). Nevertheless, the following data can be useful in comparing various student subgroups.

In the Spring 1978 semester half the students had enrolled for 13 or more hours. This percentage was slightly higher than in 1976 (50% v. 46%), probably due to the fact that a larger percentage of younger students were included in the 1978 sample. The percentage of students from various age groups enrolled for over 12 hours were comparable to the 1976 data, and ranged from a low of 12 percent for males 30 and older to 75 percent for males 17 - 19 years of age. In general women tended to take fewer hours than men (44% enrolled for over 12 hours v. 59% of the males). However, among older (30+ years) students women enrolled for more hours than men; 57 percent of the women were enrolled for 7 or more hours compared to only 44 percent of the men.

Outside Responsibilities (Tables 6 and 7)

Over three-fourths (76%) of the students surveyed in 1978 were employed. This percentage is approximately equal to the 73 percent and 72 percent obtained in the 1976 and 1973 surveys. The number of students working 40 or more hours per week, however rose from 6 percent in 1976 to 20 percent in 1978, whereas the percentage working less than 20 hours fell from 23 percent in 1976 to 9 percent in 1978. Nevertheless, the average hours worked was 29 for each year.

Over half the men who were 25 or older were working at least 40 hours per week (53% of those 25 - 29 and 65% of those 30 or older). About half (51%) the women who were 30 or older did not work, but another 40 percent worked 30 hours or more per week.

Women in the older age groups had the greatest time commitments for meeting home responsibilities. Among women 30 years old or older, 38 percent required at least 40 hours per week to meet home responsibilities. Overall, 70 percent of the students required fewer than 20 hours to meet home responsibilities.

About three out of four respondents had no parental responsibilities. About eight percent had a child under age six. Another 15 percent had a child ages 6 to 18.

Evening students and weekend students were far more likely to be employed full-time than students who attended classes during the day. All six of the weekend students were employed at least 30 hours per week, as were 75 percent of the evening students, 50 percent of those attending both days and evenings and 31 percent of the day students.

Evening students also tended to have greater time commitments for meeting home responsibilities. Twenty-nine percent of the evening students and 23 percent of the students attending both day and evening classes had commitments of 30 or more hours for home responsibilities compared to 17 percent for the day and weekend students.

Major Reasons for Attending JCCC (Tables 8 and 9)

About half the students (52%) were attending JCCC primarily to prepare for transfer to a four-year college or university (Table 8). Males were more likely than females to be interested in transfer preparation (62% v. 43%) and females were more likely to be attending for job related reasons (35% v. 20%). Younger students were more interested in transfer preparation and older students were

more interested in job related skills. Students who attended classes during the evening or on weekends were also more interested in developing job skills than in preparing for transfer (Table 9).

Fewer than half the respondents (46%) intended definitely to complete an A.A. degree. Another 24 percent were uncertain and 30 percent did not intend to complete the degree. Among younger students (17-19 years), only 29 percent of the males and 39 percent of the females definitely intended to complete an A.A. degree.

Overall, 59 percent of the students planned to transfer, 27 percent were uncertain and 14 percent did not intend to transfer. Males were more likely to be intending to transfer (64% v. 54%), especially in the younger age groups. Among students 30 or older, females more often intended to transfer (51% v. 40%). Day students were more likely to intend to transfer than students attending in the evening (62% v. 44%).

Reasons for attending JCCC showed definite changes from results of previous surveys. On the 1976 survey, only 38 percent of the students listed transfer preparation as their main reason for attending JCCC compared to 52 percent in 1978. Nevertheless, more students in earlier years indicated that they actually intended to transfer (65% in 1976 v. 59% in 1978). A higher percentage of the 1978 students were uncertain than in previous years (27% v. 19% in 1973 and 11% in 1976). The percentage of females intending to transfer has remained virtually unchanged over the years (52% in 1973, and 54% in 1976 and 1978). The percentage for males has shown a marked decline from the 1973 level; 77 percent intended to transfer in 1973 compared to 60 percent in 1976 and 64 percent in 1978.

The percentage of students who plan to complete an A.A. degree has declined from the 1976 levels. In 1976, 57 percent of the males and 66 percent of the females intended to complete an A.A. degree compared to 40 percent and 50 percent, respectively, in 1978.

Major Fields of Study (Tables 10 and 11)

The major field of study listed most often by students was general business (14%). About one-third of the students listed a subject in the business area as their major field of interest. The other divisions (except for physical development) each accounted for between 8 percent and 12 percent of the student majors. Twenty-five percent of the students were undecided or did not list a major field. The percentage of undecided students was highest for those 17 to 19 years (31% for males and 36% for females), and lowest among the students 25 to 29 years (11% and 13%).

A majority (55%) of students would prefer that their degree from JCCC specify a major field of study, 29 percent did not care and 16 percent would not like to have a major specified.

Students who were pursuing a new career generally preferred to specialize immediately in a career program rather than pursuing a combination of general education and technical courses (59% v. 41%). This was especially true among students attending in the evening and female students between the ages of 20 and 29 years. Nevertheless, a substantial percentage in every group would prefer a combination of technical and liberal arts courses. This was evidenced by the fact that about 60 percent of the respondents were interested in a program combining cooperative on-the-job work experiences with courses in liberal arts or general education.

Probable Career Goals

The career goals listed by students generally were quite similar to the major fields of study. Business was again the most popular area. There was a notable lack of interest in the "skilled trades." It would appear that students interested in these areas have sought training elsewhere.

IV. PERCEPTIONS OF INSTRUCTION AND SERVICES AT JCCC

Quality of Instruction (Tables 12 and 13)

Students were generally positive concerning the quality of instruction at JCCC; 69 percent rated it as excellent (15%) or above average (54%) and only 3 percent as below average (2%) or very unsatisfactory (1%). These ratings are comparable to those obtained in the 1976 survey. The percentage giving excellent ratings, however, did drop slightly from 20 percent to 15 percent and the percentage of below average ratings rose somewhat from slightly over 1 percent in 1976 to 3 percent in 1978. Nevertheless, a majority from every age and sex group rated the instruction as above average or excellent. There was little difference between ratings of students who attended classes during the day and those who attended evenings. In fact, evening students were somewhat more positive (20% excellent v. 14%). Students who had a combination of day and evening classes were least positive; 10 percent felt the quality of instruction was very unsatisfactory. Still, 51 percent of these students felt the instruction was excellent (17%) or good (34%).

Quality and Availability of Services

Preferences for Library Hours. (Tables 14 and 15). Saturday afternoon and Sunday afternoon were the most often preferred weekend hours for the library to be open (25% overall preferred each of these times). Saturday morning (21%) and Sunday evening (18%) were also relatively popular. Friday evening (7%) and Saturday evening (10%) were the least popular. Preferences varied somewhat for different age and sex groups. Men under 25 years of age preferred Sunday hours whereas those in the older age groups preferred Saturday. The most popular time for women was Saturday afternoon. Students who attended classes only in the evening were much less interested in Sunday evening hours than those who attended day classes (8% v. 19% for day and 20% for those attending both day and evening).

Basic Skills Laboratories. (Tables 16 and 17). Students were asked to rate their abilities in the three basic skill areas of reading, writing and mathematics. On these ratings 5 percent of the students considered themselves below average or poor in reading ability, 7 percent in writing, and 17 percent in mathematics. The ratings did not vary substantially for day or evening students. There was considerable interest in the use of skill laboratories among students in every age and sex group and for both day and evening students. Overall, 51 percent of the students indicated interest in using a mathematics laboratory, 34 percent in using a writing laboratory and 28 percent in

using a reading laboratory.

Child Care Services. Thirty-eight (6%) of the students had pre-school children ages $2\frac{1}{2}$ - 5 years. Twenty-five (66%) of these students said they would use a child care center on campus if it were available. Thirteen of those expressing an interest were enrolled in day classes and 12 were enrolled in evening classes. Three other students indicated that they would use the center but their children were then under $2\frac{1}{2}$ years.

A majority (61%) of the students felt that the Center should be open to JCCC students and staff and that it should be open mornings (57%) and afternoons (53%). There was also considerable support for evening (33%) and Saturday hours (20%).

Evening Services. The majority (83%) of students who attended evening classes felt that the services they needed were available. The need most commonly mentioned by those who were unsatisfied was better selection of classes (N=6). Areas specifically mentioned as needing more courses were electronics, aviation, and business administration. Other services most commonly mentioned were expanded book store (N=5) and food service hours (N=4).

Possible Need for Financial Aid. Approximately 4 percent of the students where were 21 or less listed their parents' income as below \$7,500. All of these students attended classes during the day. Among students over 21 years of age, 14 percent of those who were not financially dependent on their parents had incomes below \$7,500. The majority of these were under 30 years of age.

V. POTENTIAL INTEREST IN CAREER PROGRAMS

The final page of the questionnaire asked students to indicate their interest in 31 career program areas which JCCC currently offers or is considering for development. Students could indicate interest in enrolling for a career program or enrolling for a course or two in an area. Interest patterns were analyzed separately for various age and sex groups to give a better indication of the potential markets for each program. Since many of the programs included on the survey were not being offered at the time, student interest may not provide the most reliable indicant of potential interest in a program. It is likely that students interested in some of the proposed programs (especially highly technical fields) may have already sought training elsewhere.

Nevertheless, the patterns should give an indication of relative interest among various potential market groups. Used in combination with data from employers and other potential student populations, these student ratings can help determine the viability of the proposed programs. They should not be the sole determinant, though.

Interest in Career Programs (Table 18)

The ten career programs in which students showed the most interest in a complete program were:

Business/Foreign Language	(9%)
Early Childhood Education	(7%)
Advertising/Journalism	(6%)
Social Service Agency	(5%)
Nursing (R.N.)	(5%)
Emergency Medical Technician	(4%)
Radio/Television	(4%)
Building Trades	(4%)
Applied Technology	(4%)
Recreation Leadership	(4%)

Only five programs had fewer than 10 persons who were interested in a complete career program. They were:

Reproduction Center Manager
Agribusiness
Urban Agribusiness
Printing (press operator)
Nursing Home Aid

Program interests varied considerably for the different sex and age groups. For example, 17 percent of the women aged 25-29 were interested in Nursing compared to only 5 percent of the women aged 17-19 and none of the men from any age group.

The career programs selected most often by male students were:

Building Trades	(9%)
Business/Foreign Language	(8%)
Advertising/Journalism	(8%)
Applied Technology	(8%)
Construction Technology	(6%)
Radio/Television	(6%)
Automotive Technology	(6%)
Civil Engineering Technician	(6%)
Drafting	(5%)
Construction Supervisor	(5%)

Males in the older age ranges (25 and older) were less interested in career programs than were the younger males. Those in the 20-24 years age range were especially interested in technologies. Advertising/Journalism, Business/Foreign Language, Radio/Television, and Applied Technology were of most interest to older male students (25 years or older).

Career programs most popular among female students were:

Early Childhood Education	(12%)
Business/Foreign Language	(9%)
Nursing (R.N.)	(9%)
Social Service Agency	(8%)

Home Management	(6%)
Emergency Medical Technician	(5%)
Advertising/Journalism	(5%)
Recreation Leadership	(5%)
Medical Laboratory Technician	(4%)
Mental Health Technician	(4%)
Dental Assisting	(4%)
Medical Records	(4%)
Dental Hygiene	(4%)

As with male students, interest in career programs declined among the older age groups. There was, however, still considerable interest in Nursing, Early Childhood Education, Social Service Agency, Advertising/Journalism, and Business/Foreign Language. In fact, interest in the Nursing program was greatest among women ages 25-29. Women in the youngest age group showed an interest in three programs that were not very popular among other groups: Small Animal Technology (6%), Medical Records (6%) and Equine Management (6%).

Interest in a Course or Two (Table 19)

The programs in which 10 percent or more of the students indicated an interest in taking a course or two but not an entire program were:

Business/Foreign Language	(31%)
Home Management	(31%)
Radio/Television	(25%)
Advertising/Journalism	(24%)
Automotive Technology	(23%)
Early Childhood Education	(20%)
Recreation Leadership	(20%)
Emergency Medical Technology	(19%)
Building Trades	(19%)
Social Service Agency	(17%)
Applied Technology	(17%)
Small Animal Technology	(16%)
Fire Protection and Public Safety	(15%)
Drafting	(15%)

Medical Records	(11%)
Mental Health Technician	(11%)
Construction Technology	(10%)
Agribusiness	(10%)

The programs in which less than 10 percent of the students were interested in courses were generally rather specialized programs (e.g., Printing, Reproduction Center Manager, and various health related technologies).

The programs in which males were most interested in taking a course or two were basically the same as those in which they showed a high interest in a career program. However, there was considerable interest shown for a course or two in Home Management (24%) and Recreation Leadership (20%) even though there had been little interest for career programs in these areas. Again older men were less interested in programs than were those in the younger age ranges.

The rankings of programs in which women were interested in a course or two was also quite similar to the ratings obtained from interest in the complete program. The main difference was that health technologies were relatively less popular. Nursing, for example, was third most popular career program for women but was eighteenth in interest in a course or two. Interest in programs generally decreased in the older age ranges.

Overall Interest Summary (Table 20)

The overall interest level for programs is summarized in Table 20. The percentages presented are a combination of the

number interested in a career program and the number interested in a course or two. The overall findings for each program are summarized below.

Advertising/Journalism. Overall interest in this program was quite high. Both males and females were very interested. Persons in the 25-29 years age range were **especially** interested in the career program. Interest in a course or two was high for almost every age and sex group.

Agribusiness. Overall interest level was rather low. Males were more interested in the program than were females. Greatest interest was shown by males in the 20-24 years age range. There was also fairly high interest in a course or two from males in other age ranges. The program might be offered as an adjunct to the general business and science curricula.

Applied Technology. Overall interest in the program was fairly high. The program was quite popular among males, but of relatively low interest to females. Interest in a program or a course or two was high for all age groups of men.

Automotive Technology. Overall interest level was high, especially for males. Interest in a career program was fairly high for males under 30. Interest in a course or two was high for males of all ages and fairly high for females of all ages. The program might attract young males interested in a career and selected courses could be popular for persons of all ages as an avocational interest.

Building Trades. Overall interest in Building Trades was very high for males but relatively low for females. It was the first choice among males as a career program. Those in the 20-24 age range were most interested in a career program. Interest in a course or two was high for males of all ages. The possibility appears good for both a **career program** and courses of an avocational nature.

Business/Foreign Language. Overall interest in this program was the highest obtained. Interest in the program and a course or two was relatively high for persons from every age and sex group.

Civil Engineering Technician. Interest in this program was high among males but low for females. Interest in a career program was highest for males 20-24 years of age and interest in a course or two was greatest among those 17-19 years.

Construction Technology. Interest in this program was high among males but low for females. Interest in a career program was highest among men 20-24 years of age. Interest in a course or two was high for all age groups but was especially high for the younger age groups.

Construction Supervisor. Overall interest level was not as high as interest in construction technology, but the pattern was similar. Younger males showed greatest interest. This program might also be attractive to men who have worked in construction for some time and been promoted to supervisory positions.

Dental Assisting. Overall interest level in this program was relatively low. Interest in a career program was fairly high among females, especially younger females. Interest in a course or two was low.

Dental Hygiene. Interest in this program was essentially the same as for Dental Assisting, although there was also some indication of interest among males in the 25-29 years age group.

Early Childhood Education. Overall interest in this program was very high for women but relatively low for males. Interest in a career program was high for women between 17 and 29 years of age. Interest in a course or two was high for women of all ages, and slight for men of all ages.

Emergency Medical Technician. Overall interest in this program was high for both males and females. Interest in a career program was moderate for women up to age 29 and for males in 17-19 years range. Interest in a course or two was high for women of all ages, high for men between 17 and 24 years, and moderate for older men.

Equine Management. Overall interest in this program was moderate for both males and females. Interest in a career program was fairly high for women 17-19 years of age. Interest in a course or two was moderate for women 17-29 years of age and for men 17 to 24 years.

Fire Protection and Public Safety. Overall interest in this program was moderately high for both males and females. Interest in a career program was relatively low. There was some indication of interest from males between the ages of 17 and 29 and women between 17 and 24. Interest in a course or two was moderate for every group except women 30 years and older. It appears, then, that such a career program could also attract students for avocational interests.

Home Management. Overall interest in this program was high for men and very high for women. Interest in a career program was low for men but high for women 17-19 years and moderate for older women. Interest in a course or two was high for women 17-29 years, and moderate for men and older women.

Medical Records. Overall interest in this program was moderate for women and low for men. Interest in a career program was moderate for women 17-19 years and 30 or older. No males were interested in a career program. Interest in a course or two was moderate for women 17-29 years. There was some interest from males 17-24 years.

Medical Laboratory Technician. Overall interest in this program was moderate for women and relatively low for men. There was some indication of interest in a career program from every group except males 30 and older. Women 17-19 years showed the greatest interest. Interest in a course or two was relatively low. Younger women showed the most interest.

Medical Health Technician. Overall interest in this program was moderate for women and relatively low for men. Interest in a career program was fairly high for women between 17 and 29 years and men 30 years or older. Interest in a course or two was moderate for all groups.

Nursing (R.N.). Overall interest in this program was moderate for women and low for men. Interest in a career program was high for women 20 and older, and moderate for women 17-19 years. No men expressed an interest in a career program. Interest in a course or two was moderate for women 17-24 years, but low for other groups.

Nursing Home Aid. Overall interest in this program was moderate for women and low for men. Interest in a career program was low for all groups. Interest in a course or two was moderate for women 17-29 years.

Optical Technician. Overall interest in this program was relatively low. Interest in a career program was relatively low for all groups. Interest in a course or two was moderate for men and low for women.

Printing (press operator). Overall interest in this program was relatively low. Interest in a career program was low for all age groups. There was moderate interest in a course or two from students 29 years or younger.

Radio/Television. Overall interest in this program was very high for men and high for women. Interest in a career program was higher for men than for women but there was some interest from every age and sex group. Interest in a course or two was very high among younger students (24 years or younger), especially males, and moderate for older students.

Recreational Leadership. Overall interest in this program was high for both males and females, especially among younger age ranges. Interest in a career program was fairly high for women 24 years or younger. There was some interest in every group except males 30 years or older. Interest in a course or two was high for both sexes in the 17-19 years range, and moderate for older men and women 20-24 years.

Reproduction Center Manager. Overall interest in this program was low. Interest in a career program was low and interest in a course or two was relatively low for all groups.

Respiratory Therapy. Overall interest in this program was moderate for women and relatively low for men. Interest in a career program was low for all groups. Interest in a course or two was moderate for women and for men 24 years or younger.

Small Animal Technology. Overall interest in this program was moderately high, especially among younger students. Interest in a career program was restricted to males 24 years or younger and females 17-19 years. Their interest level, however, was fairly high. Interest in a course or two was highest among students 24 years or younger but there was some interest within every group.

Social Service Agency. Overall interest in this program was high among women but low for men. Interest in a career program was high for women of all ages but relatively low for men. Interest in a course or two was high for women 17-29 years of age and for students 30 years and older.

Urban Agribusiness. Overall interest in this program was low, especially among female students. Interest in a career program was low for all groups. There was moderate interest in a course or two among younger students and males 30 years or older.

References

Student Services Questionnaire, Johnson County Community College, Overland Park, Kansas, Fall 1973.

A Student Evaluation of Counseling and Library Services, Student Activities, and College Publications--including student preferences for alternative class schedules. Johnson County Community College, Overland Park, Kansas, August 1976.

TABLE 1

DEMOGRAPHIC CHARACTERISTICS OF STUDENT SURVEY RESPONDENTS
Spring 1976 and Spring 1978

Characteristic	Spring 1976	Spring 1978
Age:		
17 or under	1.9%	2.5%
18	16.1	21.7
19	21.6	23.5
20	12.5	11.9
21	5.0	5.8
22	4.5	3.1
23	2.9	2.5
24	2.7	1.3
25 - 29	13.5	9.6
30 - 39	13.0	11.8
40+	6.3	6.3
	<u>100.0%</u>	<u>100.0%</u>
Mean Age	24	24
Median Age	20	20
Modal Age	19	19
Sex:		
Female	50.3%	56.1%
Male	49.7	43.9
	<u>100.0%</u>	<u>100.0%</u>
Marital Status		
Married	31.2%	25.6%
Single*	68.8	74.4
	<u>100.0%</u>	<u>100.0%</u>
Attended another college		
Yes	36.2	32.5
No	63.8	67.5
	<u>100.0%</u>	<u>100.0%</u>

* Single category for 1976 includes widowed, divorced, or separated.

TABLE 2

SEX OF STUDENTS BY AGE GROUPS
Spring 1976 and Spring 1978

Age Group	Spring 1976	Spring 1978
Ages 17 - 19:		
Male	50.2	46.2
Female	49.8	53.8
Ages 20 - 29:		
Male	57.9	50.7
Female	42.1	49.3
Ages 30+:		
Male	32.7	24.1
Female	67.3	75.9

TABLE 3
CLASS SCHEDULES FOR SELECTED AGE & SEX GROUP
Spring 1978

Age Group	Time of Day Most Classes Are Taken			
	Day	Evening	Both	Weekends
Ages 17 - 19				
Male	96%	2%	2%	0%
Female	94	4	1	1
Ages 20 - 24				
Male	91	5	4	0
Female	68	24	8	0
Ages 25 - 29				
Male	57	29	11	3
Female	50	37	10	3
30+				
Male	36	48	16	0
Female	59	30	7	4
All Ages				
Male	84	10	5	1
Female	76	18	5	1
Overall	79	15	5	1

Note.--Percentages for each row add to 100 percent.

TABLE 4

DEMOGRAPHIC CHARACTERISTICS OF DAY, EVENING, AND WEEKEND STUDENTS
Spring 1978

Characteristic	Take Most Classes			
	Day (N=482)	Evening (N=88)	Both (N=30)	Weekends (N=6)
Age: 17	3%	0%	0%	0%
18	26	6	10	0
19	28	3	7	17
20	13	6	10	0
21	5	5	17	0
22	3	7	0	0
23	2	5	3	0
24	1	2	0	0
25 - 29	6	22	20	33
30 - 39	8	31	20	33
40+	5	13	13	17
Sex:				
Female	54%	69%	57%	83%
Male	46	31	43	17
Marital Status:				
Married	17%	62%	48%	50%
Single	83	38	52	50
Have attended another college:				
Yes	28%	52%	47%	83%
No	72	48	53	17
Hours currently enrolled:				
1 - 3	4%	21%	7%	83%
4 - 6	5	36	17	0
7 - 9	8	34	10	0
10 - 12	23	8	23	17
13 - 15	41	1	23	0
16 - 18	16	0	17	0
19 - 21	3	0	3	0

TABLE 5

STUDENT CREDIT HOUR INFORMATION FOR SELECTED AGE AND SEX GROUPS
SPRING 1978

	Age Groups										Overall
	17 - 19		20 - 24		25 - 29		30+		All Ages		
	M	F	M	F	M	F	M	F	M	F	
Have attended another college before enrolling at JCCC:											
Yes	11%	15%	26%	49%	64%	67%	65%	57%	26%	37%	32%
No	89	85	74	51	36	33	35	43	74	63	68
Hours completed prior to Spring '78:											
None	10%	14%	14%	7%	7%	10%	15%	10%	11%	11%	11%
1 - 3	1	2	0	1	0	0	4	4	1	2	1
4 - 15	49	41	21	10	22	20	15	13	35	26	30
16 - 30	21	25	21	27	21	23	15	23	21	25	23
31 - 45	13	12	28	21	25	10	4	13	18	14	16
46 - 64	6	6	12	24	18	27	12	21	9	15	13
65 - 90	0	0	3	5	0	3	12	6	2	3	2
91 - 120	0	0	1	1	0	0	4	3	1	1	1
Over 120	0	0	0	4	7	7	19	7	2	3	3
Hours currently enrolled:											
1 - 3	3%	5%	1%	4%	7%	10%	28%	16%	5%	9%	7%
4 - 6	3	4	5	8	11	23	28	27	7	12	10
7 - 9	3	7	11	23	15	17	16	24	8	15	12
10 - 12	16	22	32	21	26	20	16	16	21	20	21
13 - 15	47	41	39	30	22	27	12	12	39	30	34
16 - 18	23	19	9	11	15	3	0	4	16	12	13
19 or more	5	2	3	3	4	0	0	1	4	2	3

TABLE 6

OUTSIDE RESPONSIBILITIES OF JCCC STUDENTS
Spring 1978

	17 - 19		20 - 24		Age Groups		30+		Total		Overall
	M	F	M	F	25 - 29		M	F	M	F	
					M	F					
Currently Em- ployed:											
Yes	85%	87%	74%	72%	86%	63%	77%	49%	81%	72%	76%
1 - 9 hours	(1)	(2)	(0)	(0)	(4)	(0)	(0)	(2)	(1)	(1)	(1)
10 - 19	(11)	(12)	(7)	(6)	(4)	(13)	(0)	(2)	(8)	(8)	(8)
20 - 29	(38)	(45)	(22)	(25)	(11)	(17)	(8)	(5)	(27)	(29)	(28)
30 - 39	(21)	(21)	(25)	(18)	(14)	(7)	(4)	(15)	(20)	(18)	(19)
40+	(14)	(7)	(20)	(23)	(53)	(26)	(65)	(25)	(25)	(16)	(20)
No	15%	13%	26%	28%	14%	37%	23%	51%	19%	28%	24%
When employed, if working:											
Mornings only	3%	0%	0%	2%	4%	16%	11%	0%	3%	2%	2%
Afternoons only	37	33	34	20	17	16	5	10	31	25	28
Both mornings & afternoons	12	21	23	49	50	52	79	84	26	40	33
Nights only	37	33	29	23	25	11	5	3	30	24	27
Weekends	0	2	5	0	4	5	0	3	2	2	2
Variable Shift	11	11	9	6	0	0	0	0	8	7	8
Number of hours required to meet home responsibili- ties:											
0	26%	28%	24%	32%	25%	17%	11%	31%	24%	29%	27%
1 - 9	29	23	24	16	11	17	8	6	24	17	20
10 - 19	28	30	29	20	10	20	19	7	26	21	23
20 - 29	6	10	8	18	25	13	35	12	11	13	12
30 - 39	3	3	5	4	11	7	15	6	5	4	5
40+	8	6	10	10	18	26	12	38	10	16	13

TABLE 7

OUTSIDE RESPONSIBILITIES OF DAY, EVENING AND WEEKEND STUDENTS
Spring 1978

	Take Most Classes			
	Day	Evening	Both	Weekends
Currently employed:				
Yes	73%	89%	80%	100%
1 - 9 hours	(2)	(0)	(0)	(0)
10 - 19 hours	(9)	(2)	(10)	(0)
20 - 29 hours	(31)	(12)	(20)	(0)
30 - 39 hours	(20)	(10)	(13)	(33)
40+ hours	(11)	(65)	(37)	(67)
No	27%	11%	20%	0%
When employed if working:				
Mornings only	2%	3%	4%	17%
Afternoon only	35	4	13	0
Both mornings and afternoons	18	91	58	66
Nights only	33	1	25	17
Weekends	2	1	0	0
Variable Shift	10	0	0	0
	100	100	100	100
Number of hours required to meet home responsibilities:				
0	25%	28%	30%	50%
1 - 9	22	8	17	17
10 - 19	24	24	13	16
20 - 29	12	11	17	0
30 - 39	4	8	17	0
40+	13	21	6	17

TABLE 8

MAJOR REASON FOR ATTENDING JCCC
SPRING 1978

	17-19		20-24		25-29		30+		Total		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	
Major reason for attending JCCC:											
Learn a new occupation	5%	10%	8%	31%	33%	47%	31%	26%	11%	22%	17%
Improve present skills in field	2	9	3	16	19	3	35	20	7	12	10
Satisfy on-the-job training re- quirements	1	0	4	1	0	3	0	1	2	1	1
General education/Appreciation of ideas	11	16	19	16	15	7	0	8	12	13	13
Self understanding/Personal improvement	4	5	5	6	4	13	15	14	6	9	7
Transfer to 4-year college	77	60	61	30	29	27	19	31	62	43	52
Plan to complete A.A. degree:											
Yes	29%	39%	50%	63%	57%	60%	54%	57%	40%	50%	46%
Uncertain	31	25	34	16	18	13	15	17	29	20	24
No	40	36	16	21	25	27	31	26	31	30	30
Plan to transfer to 4-year college:											
Yes, after one semester	5%	12%	3%	10%	0%	0%	0%	4%	3%	8%	6%
Yes, after one year	31	21	11	7	15	11	0	6	20	14	17
Yes, after obtaining A.A.	36	28	47	29	41	36	40	41	41	32	36
Uncertain	20	26	35	25	37	25	32	30	28	27	27
No	8	13	4	29	7	28	28	19	8	19	14

TABLE 9

MAJOR REASONS FOR ATTENDING JCCC FOR DAY, EVENING AND WEEKEND STUDENTS
Spring 1978

	Take Most Classes			
	Day	Evening	Both	Weekends
Major reason for attending JCCC:				
Learn a new occupation	13%	31%	38%	33%
Improve present skills in field	7	20	24	17
Satisfy on-the-job training requirements	1	2	0	0
General education & appreciation of ideas	14	10	0	0
Self understanding & personal improvement	6	15	10	33
Transfer to 4-year college	59	22	28	17
Plan to complete A.A.:				
Yes	43%	54%	67%	17%
No	32	23	23	66
Uncertain	25	23	10	17
Plan to transfer to 4-year college:				
Yes, after one semester at JCCC	6%	4%	10%	16%
Yes, after one year at JCCC	20	5	7	0
Yes, after completing A.A.	36	35	28	17
Uncertain	25	35	31	17
Do not intend to transfer	13	21	24	50

TABLE 10

MAJOR FIELDS OF STUDY REPORTED BY JCCC STUDENTS

SPRING 1978

Major Field of Study	Age										Grand Total
	17-19		20-24		25-29		30+		Total		
	M	F	M	F	M	F	M	F	M	F	
Business											
Accounting	2%	7%	7%	10%	0%	13%	8%	9%	4%	9%	6%
Data Processing	0	2	0	1	4	3	4	2	1	2	2
Fashion Merchandising	0	3	0	7	0	0	0	0	0	3	2
Hospitality Management	2	0	5	3	0	0	4	0	3	1	1
Interior Design	0	2	0	1	0	0	0	1	0	1	1
Marketing & Management	2	2	3	0	4	0	0	1	3	1	2
Paralegal	0	1	1	7	0	13	0	12	<1	6	4
Secretarial	0	4	0	1	0	3	0	0	0	2	1
General Business	24	9	20	13	14	7	15	7	20	9	14
Communications and Arts											
Commercial Art	2	3	3	4	4	7	4	4	2	4	3
English/Communications	2	4	0	0	0	0	0	0	1	2	1
Journalism/Public Relations	1	0	3	1	7	3	0	0	2	1	1
Fine Arts/Music	0	0	3	0	4	0	4	4	2	1	1
Foreign Language	0	1	0	1	0	0	0	1	0	1	<1
Photography	0	1	1	0	0	0	0	0	<1	<1	<1
Engineering/Math											
Architecture	1	0	0	0	0	0	0	1	<1	<1	<1
Aviation	2	0	0	0	0	0	0	0	1	0	<1
Drafting	2	0	3	0	7	0	0	1	2	<1	1
Electronics	3	0	3	3	7	0	4	0	3	1	2
Engineering	5	0	8	0	14	0	0	0	7	0	3
Mathematics	3	0	1	3	4	0	4	2	3	1	2

TABLE 10
(Continued)

MAJOR FIELDS OF STUDY REPORTED BY JCCC STUDENTS

SPRING 1978

Major Field of Study	Age								Total		Grand Total
	17-19		20-24		25-29		30+				
	M	F	M	F	M	F	M	F	M	F	
Natural & Health Related Sciences											
Animal Science	0%	1%	0%	0%	0%	3%	0%	0%	0%	1%	<1
Biology/Chemistry	3	0	4	1	4	0	4	0	3	<1	2
Dental Technologies	0	0	0	0	0	3	0	1	0	1	<1
Medical Technologies	2	3	0	3	4	3	4	5	2	3	2
Nursing	0	3	0	10	0	17	0	12	0	8	4
Science	2	4	1	3	4	3	0	4	2	4	3
Physical Development	1	1	1	0	0	0	0	0	1	<1	<1
Social Sciences & Humanities											
Education	0	5	0	7	4	0	0	1	<1	4	2
Law Enforcement	2	1	3	1	0	0	8	0	3	1	2
Hunamities/General Education	8	5	4	1	7	3	4	2	6	4	4
Social Sciences	2	4	5	4	0	3	8	6	3	4	4
Undecided/Unspecified	31	36	22	13	11	13	23	22	25	26	25
Would like degree to specify major:											
Yes	45	48	63	59	75	57	58	62	55	55	55
No	22	22	8	10	0	20	11	14	14	17	16
Don't care	33	30	29	31	25	23	31	24	31	28	29
If pursuing new career, would prefer to:											
Take combination of technical and humanities courses	40	47	39	33	43	28	46	40	41	41	41
Specialize immediately in career program	60	53	61	67	57	72	54	60	59	59	59

TABLE 11

MAJOR FIELDS OF STUDY FOR DAY, EVENING, AND WEEKEND STUDENTS
Spring 1978

	Take Most Classes			
	Day	Evening	Both	Weekends
Business				
Accounting	7%	2%	10%	0%
Data Processing	1	3	0	0
Fashion Merchandising	2	0	3	0
Hospitality Management	2	0	3	0
Interior Design	1	0	0	0
Marketing & Management	2	2	3	0
Paralegal	<1	19	10	17
Secretarial	2	0	0	0
General Business	15	13	10	33
Communications and Arts				
Commercial Art	3	1	3	0
English/Communications	2	0	3	0
Journalism/Public Relations	1	0	3	0
Fine Arts/Music	1	0	3	0
Foreign Language	1	0	3	0
Photography	<1	0	3	0
Engineering/Math				
Architecture	<1	0	0	0
Aviation	<1	0	0	0
Drafting	1	0	0	0
Electronics	2	0	0	0
Engineering	3	2	7	0
Mathematics	2	3	0	0
Natural & Health Related Sciences				
Animal Science/Urban Agribusiness	1	0	0	0
Biology/Chemistry	1	0	3	0
Dental Technologies	0	2	0	0
Medical Technologies	2	5	3	0
Nursing	4	9	0	0
Science	3	2	0	0

TABLE 11
MAJOR FIELDS OF STUDY FOR DAY, EVENING AND WEEKEND STUDENTS
SPRING 1978
(Continued)

	Take Most Classes			
	Day	Evening	Both	Weekends
Physical Development	1%	0%	0%	0%
Social Sciences & Humanities				
Education	3%	1%	0%	0%
Law Enforcement	1	1	10	0
Humanities/General Education	5	5	0	0
Social Sciences	4	2	3	0
Undecided/Unspecified	26%	25%	13%	50%
Would like degree to specify major:				
Yes	51%	65%	70%	33%
No	18	15	7	0
Don't care	31	20	23	67
If pursuing new career, would prefer to:				
Take combination of technical and humanities courses	43%	35%	30%	60%
Specialize immediately in career program	57	65	70	40

TABLE 12

RATINGS OF QUALITY OF INSTRUCTION BY JCCC STUDENTS
SPRING 1978

	17-19		20-24		25-29		30+		Total		Summary
	M	F	M	F	M	F	M	F	M	F	
Overall rating of quality of Instruction:											
Excellent	9%	10%	20%	13%	21%	28%	24%	24%	15%	16%	15%
Above Average	65	53	54	46	64	34	44	49	60	49	54
Average	24	33	21	38	11	38	28	27	22	33	28
Below Average	2	3	4	0	4	0	0	0	2	1	2
Very Unsatisfactory	0	1	1	3	0	0	4	0	1	1	1

TABLE 13

RATINGS OF QUALITY OF INSTRUCTION FOR DAY, EVENING AND WEEKEND STUDENTS
Spring 1978

	Take Most Classes			
	Day (N=478)	Evening (N=85)	Both (N=29)	Weekends (N=6)
Rating of Quality of Instruction:				
Excellent	14%	20%	17%	33%
Above Average	56	53	34	17
Average	28	27	39	50
Below Average	2	0	0	0
Very Unsatisfactory	< 1	0	10	0

TABLE 14

PREFERENCES FOR LIBRARY HOURS

	17-19		20-24		25-29		30+		Total		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	
Prefer Library to be open:											
Saturday Morning	13%	23%	20%	31%	32%	17%	15%	26%	17%	25%	21%
Saturday Afternoon	17	27	18	39	29	43	19	26	19	31	25
Saturday Evening	7	13	16	8	11	10	4	7	10	10	10
Sunday Afternoon	26	27	24	32	29	7	8	26	24	26	25
Sunday Evening	26	24	22	6	21	10	8	6	22	14	18
Friday Evening	7	8	12	6	11	3	0	2	8	6	7
Don't Care	46	34	47	32	29	47	54	45	45	38	41

Note.--The above percentages add to more than 100% because students were allowed to check as many alternatives as they wished.

TABLE 15

PREFERENCE FOR LIBRARY HOURS FOR DAY, EVENING, AND WEEKEND STUDENTS

Preference	Attend Classes			
	Day	Evening	Both	Weekends
Saturday Morning	20%	27%	23%	33%
Saturday Afternoon	24	32	33	50
Saturday Evening	10	10	13	33
Sunday Afternoon	26	25	10	33
Sunday Evening	19	8	20	33
Friday Evening	7	7	7	33
Don't Care	41	41	30	50

Note.--The above percentages add to more than 100% because students were allowed to check as many alternatives as they wished.

TABLE 16

SELF RATINGS OF BASIC COMPETENCIES BY JCCC STUDENTS
SPRING 1978

	17-19		20-24		25-29		30+		Total		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	
Ratings of Reading Ability:											
Excellent	9%	12%	9%	13%	18%	23%	8%	24%	10%	16%	13%
Above Average	39	39	37	32	39	40	27	43	37	39	38
Average	46	45	46	52	32	37	57	31	46	42	44
Below Average	6	2	7	3	7	0	8	1	6	2	4
Poor	0	2	1	0	4	0	0	1	1	1	1
Ratings of Mathematics Ability:											
Excellent	5%	3%	4%	4%	11%	7%	15%	7%	6%	5%	5%
Above Average	39	20	32	27	46	23	23	24	36	23	29
Average	42	53	51	52	32	40	46	59	44	53	49
Below Average	12	21	12	11	11	23	12	6	12	15	14
Poor	2	3	1	6	0	7	4	4	2	4	3
Ratings of Writing Ability:											
Excellent	10%	8%	9%	13%	22%	17%	0%	9%	10%	10%	10%
Above Average	37	39	36	30	39	23	46	51	38	38	38
Average	42	49	45	53	32	57	39	36	42	48	45
Below Average	10	4	10	3	0	3	15	2	9	3	6
Poor	1	0	0	1	7	0	0	2	1	1	1
Would use:											
Mathematics Lab	55%	58%	50%	44%	43%	50%	35%	48%	50%	52%	51%
Writing Lab	34	35	38	32	25	23	46	34	35	33	34
Reading Lab	30	24	41	28	32	27	35	21	34	24	28

TABLE 17

SELF RATINGS OF BASIC COMPETENCIES BY DAY, EVENING AND WEEKEND STUDENTS
Spring 1978

Basic Skills	Attend Classes			
	Day	Evening	Both	Weekends
Reading Skills:				
Excellent	14%	14%	3%	33%
Above Average	37	36	60	17
Average	45	42	30	50
Below Average	3	8	7	0
Poor	1	0	0	0
Mathematics Skills:				
Excellent	6%	4%	3%	0%
Above Average	30	24	24	33
Average	47	56	60	67
Below Average	14	14	10	0
Poor	3	2	3	0
Writing Ability:				
Excellent	11%	8%	10%	0%
Above Average	37	47	27	67
Average	45	39	56	33
Below Average	6	4	7	0
Poor	1	2	0	0
Would use:				
Mathematics Laboratory	52%	47%	43%	50%
Writing Laboratory	37	23	30	17
Reading Laboratory	28	31	33	17

TABLE 18

STUDENT INTEREST IN ENROLLING FOR A CAREER PROGRAM IN
SELECTED AREAS
SPRING 1978

Interest in Career program	17-19		20-24		25-29		30+		Total		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	
Business/Foreign Language	11%	11%	3%	13%	11%	7%	8%	5%	8%	9%	9%
Early Childhood Education	1	14	1	15	4	13	4	4	2	12	7
Advertising/Journalism	8	4	7	4	18	10	4	5	8	5	6
Social Service Agency	2	8	3	6	0	7	0	9	2	8	5
Nursing (R.N.)	0	5	0	11	0	17	0	11	0	9	5
Emergency Medical Technician	5%	7%	3%	4%	0%	7%	4%	2%	3%	5%	4%
Radio/Television	6	5	5	1	11	7	4	1	6	3	4
Building Trades	8	1	16	0	0	0	8	0	9	1	4
Applied Technology	7	1	11	3	4	0	8	0	8	1	4
Recreation Leadership	2	6	4	6	4	3	0	2	2	5	4
Home Management	1%	8%	0%	4%	4%	3%	0%	4%	1%	6%	4%
Medical Laboratory Technican	3	6	1	3	4	3	0	2	2	4	4
Mental Health Technician	2	5	0	6	0	7	8	1	2	4	3
Automotive Technology	5	1	9	1	4	0	0	0	6	1	3
Construction Technology	5	1	12	0	4	0	0	0	6	<1	3
Drafting	5%	2%	8%	1%	4%	0%	0%	1%	5%	1%	3%
Civil Engineering Technician	3	1	13	0	4	0	0	0	6	1	3
Small Animal Technology	2	6	5	0	0	0	0	0	3	3	3
Dental Assisting	0	5	1	7	4	3	0	0	1	4	2
Dental Hygiene	0	3	0	7	7	3	0	1	1	4	2
Medical Records	0%	6%	0%	1%	0%	0%	0%	4%	0%	4%	2%
Construction Supervisor	3	1	9	0	4	0	0	0	5	<1	2
Equine Management	1	6	0	1	4	0	0	0	1	3	2
Fire Protection & Public Safety	2	3	1	3	4	0	0	1	2	2	2
Optical Technician	3	2	0	3	0	3	0	1	2	2	2
Respiratory Therapy	2%	2%	0%	3%	0%	0%	1%	2%	2%	2%	2%
Reproduction Center Manager	1	3	0	0	0	0	0	0	<1	1	1
Agribusiness	1	1	4	0	0	0	0	0	2	<1	1
Urban Agribusiness	2	1	1	0	0	0	0	0	1	1	1
Printing (press operator)	1	1	1	1	0	0	0	0	1	1	1
Nursing Home Aid	0	1	0	1	0	3	0	0	0	1	<1

TABLE 19

STUDENT INTEREST IN ENROLLING FOR A COURSE OR TWO IN SELECTED
PROGRAM AREAS
SPRING 1978

Interest in a course or two:	17-19		20-24		25-29		30+		Total		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	
Business/Foreign Language	32%	32%	29%	35%	11%	33%	46%	29%	30%	32%	31%
Home Management	28	41	28	39	14	43	12	18	24	36	31
Radio/Television	38	25	36	21	7	10	8	13	32	20	25
Advertising/Journalism	25	24	29	25	7	23	19	24	23	24	24
Automotive Technology	41	15	33	20	14	13	23	6	34	14	23
Early Childhood Development	5%	35%	9%	30%	7%	40%	4%	21%	6%	31%	20%
Recreation Leadership	26	32	13	20	11	3	12	4	20	20	20
Emergency Medical Technician	21	22	16	24	11	20	8	16	17	21	19
Building Trades	44	8	29	4	36	0	19	2	36	5	19
Social Service Agency	8	31	7	30	7	23	12	11	8	25	17
Applied Technology	35%	12%	28%	10%	11%	0%	12%	5%	28%	9%	17%
Small Animal Technology	17	24	16	17	4	10	4	6	14	17	16
Fire Protection & Public Safety	17	22	11	13	11	17	15	4	14	15	15
Drafting	27	10	25	6	18	13	12	4	24	8	15
Equine Management	11	16	21	15	4	17	4	4	12	13	13
Medical Records	9%	14%	11%	14%	0%	23%	4%	7%	8%	14%	11%
Mental Health Technician	8	14	9	10	4	10	8	12	8	13	11
Construction Technology	25	1	16	6	21	3	12	1	20	2	10
Agribusiness	15	8	16	6	4	0	19	5	14	6	10
Nursing Home Aid	3	15	5	24	0	10	8	4	4	14	9
Respiratory Therapy	7%	13%	11%	10%	0%	10%	4%	7%	7%	11%	9%
Civil Engineering Technician	25	2	11	3	14	0	8	1	18	2	9
Printing (press operator)	12	7	11	11	11	7	4	2	11	7	9
Medical Laboratory Technician	7	12	8	11	11	7	4	5	7	9	8
Optical Technician	10	7	13	7	4	0	12	4	10	6	8
Construction Supervisor	17%	1%	12%	3%	14%	3%	8%	1%	14%	2%	7%
Urban Agribusiness	13	6	8	7	0	0	8	1	9	5	7
Nursing (R.N.)	1	13	5	8	0	3	4	4	2	9	6
Reproduction Center Manager	3	5	11	6	4	0	8	4	6	5	5
Dental Assisting	2	8	3	8	4	7	4	2	3	6	5
Dental Hygiene	2	8	4	8	0	7	0	4	2	7	5

TABLE 20

OVERALL STUDENT INTEREST IN SELECTED PROGRAMS
SPRING 1978

Overall Interest Level:	17-19		20-24		25-29		30+		Total		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	
Advertising/Journalism	33%	28%	36%	30%	25%	33%	23%	29%	32%	29%	30%
Agribusiness	16	9	20	6	4	0	19	5	16	6	10
Applied Technology	42	12	38	13	14	0	19	5	36	10	21
Automotive Technology	47	17	42	21	18	13	23	6	39	15	25
Building Trades	52	10	45	4	36	0	27	2	45	6	23
Business/Foreign Language	43%	43%	32%	48%	21%	40%	21%	34%	38%	42%	40%
Civil Engineering Technician	28	3	24	3	18	0	8	1	24	2	12
Construction Technology	30	2	28	6	25	3	12	1	27	3	13
Construction Supervisor	27	2	21	3	18	3	8	1	19	2	9
Dental Assisting	2	12	4	15	7	10	4	2	3	10	7
Dental Hygiene	2%	11%	4%	15%	7%	10%	10%	5%	3%	10%	7%
Drafting	32	12	33	7	21	13	12	5	29	9	18
Early Childhood Education	6	49	11	45	11	53	8	24	8	43	27
Emergency Medical Technician	26	29	18	28	11	27	12	18	20	26	20
Equine Management	11	23	21	17	7	17	4	4	13	16	15
Fire Protection & Public Safety	18%	25%	12%	15%	14%	17%	15%	5%	16%	18%	17%
Home Management	29	49	28	44	18	47	12	22	25	41	34
Medical Records	9	20	11	15	0	23	4	11	8	17	13
Medical Laboratory Technician	10	18	9	14	14	10	4	7	9	14	12
Mental Health Technician	10	19	9	15	4	17	15	13	9	17	14
Nursing (R.N.)	1	18	5	20	0	20	4	15	2	18	11
Nursing Home Aid	3%	16%	5%	25%	0%	13%	8%	4%	4%	15%	10%
Optical Technician	13	9	13	10	4	3	12	5	12	8	9
Printing (press operator)	13	8	12	13	11	7	4	2	12	7	9
Radio/Television	44	30	41	23	18	17	12	15	38	24	30
Recreational Leadership	28	38	17	25	14	7	12	6	22	25	23
Reproduction Center Manager	4%	8%	11%	6%	4%	0%	8%	4%	6%	6%	6%
Respiratory Therapy	9	14	11	13	0	10	8	10	8	13	11
Small Animal Technology	20	30	21	17	4	10	4	6	17	20	19
Social Service Agency	10	39	9	35	7	30	12	20	9	33	22
Urban Agribusiness	14	8	9	7	0	0	8	1	11	5	8

APPENDIX A

Questionnaire

JCCC STUDENT SURVEY
SPRING 1978

As part of our on-going evaluation process, JCCC seeks comments and suggestions from current students. We need your help. Please answer all questions as accurately as possible. Your cooperation will help us improve the instruction available to you so that your needs can be better met.

1. Zip Code: _____
2. Age: _____
3. Sex: ☐ Female
☐ Male
4. Marital Status: ☐ Married
☐ Single
5. Have you attended another college before enrolling at JCCC?
☐ Yes
☐ No
6. How many hours had you completed prior to the beginning of this semester? _____ Hrs.
7. How many hours are you enrolled in this semester? _____ Hrs.
8. Do you take most of your classes during the
☐ Day
☐ Evening
☐ Both
☐ Weekends
9. Which ONE of the following was your major reason for attending JCCC?
☐ Learn a new occupation
☐ Improve my present skills in my field
☐ Satisfy on-the-job training requirements
☐ Gain a general education and appreciation of ideas
☐ Self understanding and personal improvement
☐ To transfer to a four-year college or university
10. If you are pursuing a new career, would you prefer to:
☐ Take several individual courses in the technical and humanities areas for two years as part of a liberal arts or general education program rather than specializing in a career program.
☐ Specialize immediately in a career program.
11. What is your major field of study at JCCC? _____
If you are undecided, please indicate that.
12. What is your probable career goal (i.e., what occupation do you plan to pursue)? _____

13. Are your reading skills:
☐ Excellent
☐ Above Average
☐ Average
☐ Below Average
☐ Poor
14. Are your mathematics skills:
☐ Excellent
☐ Above Average
☐ Average
☐ Below Average
☐ Poor

15. Is your ability to write:
☐ Excellent
☐ Above Average
☐ Average
☐ Below Average
☐ Poor
16. If special assistance were available, indicate with a $\checkmark$ which of the following services you would use:
☐ Mathematics Laboratory
☐ Writing Laboratory
☐ Reading Laboratory
17. If you are enrolled in evening classes, are the services you need or want available to you?
☐ Yes
☐ Not evening student
☐ No (what services should be available?) _____
18. Would you prefer that the library be open:
☐ Saturday morning
☐ Saturday afternoon
☐ Saturday evening
☐ Sunday afternoon
☐ Sunday evening
☐ Friday evening
☐ Don't care
19. Are you currently employed outside the home?
☐ Mornings only
☐ Afternoons only
☐ Both morning and afternoon
☐ Nights only
☐ Not employed
20. a. How many hours per week are required to meet home responsibilities? _____ Hours.
b. If you are also employed (outside the home), how many hours per week do you spend on the job? _____ Hours.
21. Your parental responsibilities: ☐ Children under age $2\frac{1}{2}$ years
☐ Children ages $2\frac{1}{2}$ to 5 years
☐ Children ages 6-18 years
22. Would you use a day care center on the JCCC campus for your pre-school children, ages $2\frac{1}{2}$ to 5?
☐ Yes and have children ages $2\frac{1}{2}$ to 5
☐ No and have children ages $2\frac{1}{2}$ to 5
☐ Do not have children ages $2\frac{1}{2}$ to 5
23. To whom do you feel that a day care center on the JCCC campus should be open?
☐ Anyone in the Community
☐ JCCC Students
☐ JCCC Students and Staff
24. What hours should such a day care center be open? (Check all that apply)
☐ Mornings
☐ Afternoons
☐ Evenings
☐ Saturdays
☐ Don't Know

25. Would you enroll in horse training or horseback riding if offered on the JCCC campus?
____ Yes
____ No
26. Would you enroll in a program which combined cooperative on-the-job work experience with courses in liberal arts or general education?
____ Yes
____ No
- Do you personally know someone interested in such a program?
____ Yes
____ No
27. Do you plan to complete an Associate of Arts degree at JCCC?
____ Yes
____ No
____ Uncertain
28. Would you like to have your degree from JCCC to specify a major field of study?
____ Yes
____ No
____ Don't care
29. Overall, how would you rate the quality of instruction at JCCC?
____ Excellent
____ Above Average
____ Average
____ Below Average
____ Very Unsatisfactory
30. Do you plan to transfer to a four-year college or university?
____ Yes, after one semester at JCCC
____ Yes, after one year at JCCC
____ Yes, after obtaining my A.A. degree
____ Uncertain
____ No
31. If you are financially dependent on your parents, what is your best estimate of your parents' total income during 1977?
____ \$ 7,500 or Less
____ \$ 7,501 - \$ 9,999
____ \$10,000 - \$14,999
____ \$15,000 - \$24,999
____ \$25,000 or more
____ Not financially dependent on parents
32. What was the total income of your household during 1977? (Please include income of your spouse)
____ \$ 7,500 or Less
____ \$ 7,501 - \$ 9,999
____ \$10,000 - \$14,999
____ \$15,000 - \$24,999
____ \$25,000 or More

33. Listed below are some career programs that JCCC either currently offers or is thinking about offering. Please indicate any interest by marking a (✓) in the appropriate column(s).

Program	Would enroll in career program	Would enroll in a course or two but not a complete program	Not interested in this program	Personally know someone who would en- roll in career program
Advertising/Journalism- - - - -	_____	_____	_____	_____
Agribusiness- - - - -	_____	_____	_____	_____
Applied Technology (metal, electrical, wood, industrial crafts)- - -	_____	_____	_____	_____
Automotive Technology - - - - -	_____	_____	_____	_____
Building Trades (carpentry, plumbing, masonry, iron working)- - - -	_____	_____	_____	_____
Business/Foreign Language - - - - -	_____	_____	_____	_____
Civil Engineering Technician- - - -	_____	_____	_____	_____
Construction Technology (surveying, roads, waste water system)- - -	_____	_____	_____	_____
Construction Supervisor - - - - -	_____	_____	_____	_____
Dental Assisting- - - - -	_____	_____	_____	_____
Dental Hygiene- - - - -	_____	_____	_____	_____
Drafting- - - - -	_____	_____	_____	_____
Early Childhood Education - - - - -	_____	_____	_____	_____
Emergency Medical Technician- - - -	_____	_____	_____	_____
Equine Management (Care, training and management of Horses)- - - - -	_____	_____	_____	_____
Fire Protection and Public Safety - - - - -	_____	_____	_____	_____
Home Management - - - - -	_____	_____	_____	_____
Medical Records - - - - -	_____	_____	_____	_____
Medical Laboratory Technicians- - - -	_____	_____	_____	_____
Mental Health Technician- - - - -	_____	_____	_____	_____
Nursing (R.N.)- - - - -	_____	_____	_____	_____
Nursing Home Aid- - - - -	_____	_____	_____	_____
Optical Technician- - - - -	_____	_____	_____	_____
Printing (press operator) - - - - -	_____	_____	_____	_____
Radio/Television- - - - -	_____	_____	_____	_____
Recreational Leadership - - - - -	_____	_____	_____	_____
Reproduction Center Manager - - - -	_____	_____	_____	_____
Respiratory Therapy - - - - -	_____	_____	_____	_____
Small Animal Technology - - - - -	_____	_____	_____	_____
Social Service Agency - - - - -	_____	_____	_____	_____
Urban Agribusiness- - - - -	_____	_____	_____	_____

APPENDIX B

CLASSES SURVEYED SPRING 1978

MONDAY, MARCH 27

8:00 A.M.	Communications I Basic Photography
9:00 A.M.	Business Law
10:00 A.M.	Economics I Data Processing Trigonometry
11:00 A.M.	Intro to Algebra
12:00 Noon	General Physics I
13:00 P.M.	Beginning Typing
14:00 P.M.	Basic English
21:00 P.M.	Law Office Management

TUESDAY, MARCH 28

8:00 A.M.	Communications I
9:30 A.M.	Logic Communications I
10:00 A.M.	Music Theory, Harmony IV
12:00 Noon	Painting II
18:00 P.M.	Principals of Chemistry
19:00 P.M.	Human Potential Seminar

WEDNESDAY, MARCH 29

8:00 A.M.	Capacitive and Inductive Circuits
9:00 A.M.	Marriage and Family Life Science
10:00 A.M.	General Genetics American History II Microbiology Laboratory Communications II
11:00 A.M.	Intermediate Algebra Communications I
13:00 P.M.	Communications I

CLASSES SURVEYED
SPRING 1978

THURSDAY, MARCH 30

11:00 A.M.	Social Psychology Intro to Philosophy
18:00 P.M.	Introduction to Algebra
19:00 P.M.	Concepts in Physical Development

FRIDAY, MARCH 31

8:00 A.M.	Preparation of Portfolio (Commercial Art)
10:00 A.M.	Elementary Spanish Child Development
12:00 Noon	State and Local Government

SATURDAY, APRIL 1

8:00 A.M.	Personal Management
9:00 A.M.	Career/Life Planning

FRIDAY, APRIL 7

9:00 A.M.	Personal Finance
10:00 A.M.	Personal Finance

APPENDIX C

AGE AND SEX DISTRIBUTION FOR SURVEY SAMPLE AND STUDENT POPULATION Spring 1978

Age	Sex	Sample Percentage	Actual Population Percentage	Subgroup Sample Percentage*
20 or Less	Males	28.2%	16.8%	19.6%
	Females	31.3	18.3	20.4
21 - 23	Males	6.2	9.6	7.5
	Females	5.2	8.8	6.9
24 - 29	Males	5.0	8.8	6.6
	Females	6.0	10.9	6.4
30 - 39	Males	2.7	6.8	4.5
	Females	9.0	10.9	9.6
40+	Males	1.7	2.6	7.5
	Females	4.7	6.5	8.4
Total	Males	43.8	43.9	11.1
	Females	56.2	56.1	11.1
		100.0%	100.0%	

*Subgroup Sample percentages are with respect to the number of persons within the specific category. For example, 19.6 percent of the JCCC male students, ages 20 or less, were included in the survey. With respect to the total headcount enrollment, the sample included 11.1 percent of the spring 1978 students.

APPENDIX D

MEANS AND MEDIAN FOR SELECTED VARIABLES BY AGE AND SEX

	Males	Females	All
Age:			
Mean	25	22	24
Median	19	20	20
Hours completed prior to Spring 1978**			
Ages 17 - 19			
Mean	18	18	18
Median	15	15	15
Ages 20 - 24			
Mean	27	39	33
Median	25	35	30
Ages 25 - 29			
Mean	36	39	38
Median	33	28	30
Ages 30+			
Mean	66	42	48
Median	32	31	32
All Ages			
Mean	27	30	29
Median	16	19	18
Hours currently enrolled			
Ages 17 - 19			
Mean	14	13	13
Median	15	14	15
Ages 20 - 24			
Mean	13	12	12
Median	13	12	12
Ages 25 - 29			
Mean	11	10	10
Median	12	10	12
Ages 30+			
Mean	7	9	8
Median	6	8	8
All Ages			
Mean	13	11	12
Median	13	12	12

**Includes those with zero hours

Note.--The above data are for the 609 students who were in the 40 classes selected at random during Spring, 1978.

APPENDIX D

MEANS AND MEDIAN FOR SELECTED VARIABLES BY AGE AND SEX

	Males	Females	All
Hours Employed if working:*			
Ages 17 - 19			
Mean	26	25	26
Median	25	25	25
Ages 20 - 24			
Mean	32	31	32
Median	30	30	30
Ages 25 - 29			
Mean	37	28	33
Median	40	28	40
Ages 30+			
Mean	41	33	35
Median	40	36	36
All Ages:			
Mean	30	28	29
Median	30	25	30
Number of hours for home commitments:**			
Ages 17 - 19			
Mean	10	11	11
Median	5	8	7
Ages 20 - 24			
Mean	14	15	14
Median	10	10	10
Ages 25 - 29			
Mean	19	27	23
Median	20	16	18
Ages 30+			
Mean	22	27	26
Median	20	20	20
All Ages:			
Mean	13	17	16
Median	10	10	10

*Excludes those with zero hours.

**Includes those with zero hours.

Note.--The above data are for the 609 students who were in the 40 classes selected at random during Spring 1978.

APPENDIX D

MEANS AND MEDIANS FOR SELECTED VARIABLES FOR DAY AND EVENING STUDENTS

	Day	Evening
Age:		
Mean	22	29
Median	19	28
Hours completed prior to current semester:**		
Mean	27	40
Median	17	24
Hours currently enrolled:		
Mean	13	7
Median	14	6
Hours employed, if working:*		
Mean	27	38
Median	25	40
Hours required to meet home commitments:**		
Mean	15	18
Median	10	14

*Excludes those with zero hours.

**Includes those with zero hours.

Note.--The above data are for the 609 students who were in the 40 classes selected at random during Spring, 1978.

APPENDIX E

NUMBER OF STUDENTS INTERESTED IN CAREER PROGRAM
SPRING 1978 SURVEY

Program	Would Enroll in Program	Would Enroll for One or more Courses	Not Interested	Know Someone who would Enroll
Advertising/Journalism	39	145	369	56
Agribusiness	5	60	514	30
Applied Technology	24	105	423	57
Automotive Technology	18	139	376	76
Building Trades	26	116	405	62
Business/Foreign Language	54	189	339	27
Civil Eng. Technician	17	54	509	29
Construction Technology	18	62	500	29
Construction Supervisor	13	44	518	34
Dental Assisting	15	29	495	70
Dental Hygiene	14	29	494	72
Drafting	18	89	453	49
Early Childhood Education	44	123	399	43
Emergency Medical Tech.	27	116	416	50
Equine Management	14	77	475	43
Fire Protection & Pub.Safety	13	91	491	14
Home Management	22	186	389	12
Medical Records	14	67	497	31
Medical Laboratory Tech.	22	51	487	49
Mental Health Technician	20	64	491	34
Nursing (R.N.)	30	37	463	79
Nursing Home Aide	3	57	512	37
Optical Technician	11	46	527	25
Printing (Press Operator)	4	52	532	21
Radio/Television	27	154	381	47
Recreational Leadership	23	122	439	25
Reproduction Center Manager	6	31	566	6
Respiratory Therapy	11	55	507	36
Small Animal Technology	17	96	461	35
Social Service Agency	31	106	457	15
Urban Agribusiness	5	41	546	17

Note.--The data are based on a sample of 609 students enrolled at JCCC during the spring semester.

APPENDIX E

PERCENTAGE OF STUDENTS INTERESTED IN CAREER PROGRAM SPRING 1978 SURVEY

Program	Would Enroll in Program	Would Enroll for One or more Courses	Not Interested	Know Someone who would Enroll
Advertising/Journalism	6%	24%	61%	9%
Agribusiness	1	10	84	5
Applied Technology	4	17	70	9
Automotive Technology	3	23	62	12
Building Trades	4	19	67	10
Business/Foreign Language	9%	31%	56%	4%
Civil Eng. Technician	3	9	83	5
Construction Technology	3	10	82	5
Construction Supervisor	2	7	85	6
Dental Assisting	2	5	81	12
Dental Hygiene	2%	5%	81%	12%
Drafting	3	15	74	8
Early Childhood Education	7	20	66	7
Emergency Medical Tech.	5	19	68	8
Equine Management	2	13	78	7
Fire Protection & Pub.Safety	2%	15%	81%	2%
Home Management	4	30	64	2
Medical Records	2	11	82	5
Medical Laboratory Tech.	4	8	80	8
Mental Health Technician	3	10	81	6
Nursing (R.N.)	5%	6%	76%	13%
Nursing Home Aide	1	9	84	6
Optical Technician	2	8	86	4
Printing (Press Operator)	1	9	87	3
Radio/Television	4	25	63	8
Recreational Leadership	4%	20%	72%	4%
Reproduction Center Manager	1	5	93	1
Respiratory Therapy	2	9	83	6
Small Animal Technology	3	16	75	6
Social Service Agency	5	17	75	3
Urban Agribusiness	1	7	89	3

Note.--The data are based on a sample of 609 students enrolled at JCCC during the spring semester.

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HOUSE FOR
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